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ABSTRACT

This manual contains information regarding the administration of the Oregon Statewide Assessment Program's tests in writing and mathematics problem-solving. Parts of the manual address (1) background and preparation for testing; (2) administering the writing assessment; (3) administering the mathematics problem-solving assessment; (4) local rater option; (5) returning materials; (6) guidelines for including students in testing; and (7) additional questions or information. A chart listing types of adaptations, standard administration allowable accommodations, and administrations with modifications; a sample of a completed classroom information sheet; the writing assessment official scoring guide; and the mathematics problem-solving assessment official scoring guide are attached. (RS)

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Oregon

Statewide Writing and Mathematics Problem-Solving Assessment

Administration Manual

1999

CS 216 734

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1999 OREGON STATEWIDE ASSESSMENT PROGRAM WRITING and MATHEMATICS PROBLEM-SOLVING ADMINISTRATION MANUAL

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INTRODUCTION

Thank you for participating in the Oregon Statewide Writing and Mathematics Problem-Solving Assessments. Before administering either test, please familiarize yourself thoroughly with the procedures and directions in this manual.

NOTE: Some districts, on a "buy-in" basis, are testing 3rd grade students in writing. In this manual, all references to grade 5 also apply to grade 3.

PART 1: BACKGROUND AND PREPARATION FOR TESTING

Who Will Be Tested?

All students in grades 5, 8 and 10 are expected to participate in testing. **Every student must be accounted for, even those exempted or absent.** Students in ungraded programs should return an answer sheet based on their age/grade equivalent. Therefore, answer folders should be returned for every student enrolled at grades 5, 8, or 10, even though some may contain only student, school, and district information and the test performance space may be blank.

For some students the test should be adapted (modified); or there may be students who, for any of various reasons, should be exempted from testing. When making the decision to modify the test or exempt any student, you should follow the procedures outlined in the Guidelines for Including Students in Testing section very carefully. (See Part 6 of this manual.) For the 1999 tests, a side-by-side Spanish/English and a side-by-side Russian/English version of the writing, mathematics problem-solving, and multiple-choice mathematics tests will be available. Contact your district testing coordinator to obtain copies of the side-by-side tests.

If you have <u>any</u> students who are absent throughout the testing window and who are unable to complete a make-up test, any students who are exempted, or students for whom the test is modified, please record that information in the "Exemptions & Modifications" grid on the front of the folder for that student. Mark the appropriate exemption, absence, or modification circle. (Codes are explained on page 3 and page 10 of this manual.) **A folder must be turned in for every student for each test, even if he/she does not take the test.**

Overview of Procedures

Administration Dates

The writing assessment must be administered on three consecutive days between January 19 and February 12, 1999. The mathematics problem-solving assessment requires approximately 45 minutes of working time at one session only and uses the same testing window. Exact dates of testing are left to the discretion of the school or district.

Assembling Materials for Testing

Prior to opening any of the test materials you should read and sign the "Assurance of Test Security" form and return it to your School Test Coordinator.

In addition to this *Administration Manual*, you should have the following materials for testing:

Writing

- **Writing Folder.** One writing folder is provided for each student. **The School Test Coordinator has extra folders**. The folder contains: student information, survey questions, and space to write the final copy.
- **Writing Prompts.** One sheet of prompts is provided for each student, each sheet containing three prompts. These should be handed out randomly, with no effort made to assign specific prompts to individual students. On the reverse side of the prompt sheet is the **Guide to Revision.** The Guide provides a checklist of the criteria raters will look for in scoring the writing. Additional student directions specify conditions under which papers might not be scored.
- **Classroom Information Sheet.** One Classroom Information Sheet for **each class** should be filled out prior to returning the materials.
- **Resealable Bag**. Each classroom's completed writing folders will be secured in a resealable bag.
- **A Spanish/English and a Russian/English version** of the writing assessment is available for students who would benefit from taking the test in this form. Students

responding in a language other than English on the writing assessment, will be considered modified. Contact your school or district testing coordinator for the side-by-side test materials.

You may also need:

- **A Supply of Pens and Pencils.** Although students are expected to bring their own pens and pencils on the days of testing, a supply should be on hand for those who have forgotten. The students may write in pen or in pencil (if they write darkly enough).
- **Extra Lined Paper** for students who may need it for rough drafts of their writing.
- Any resources for word definitions, usage, or spelling (such as spellers, handbooks, or thesauruses) that are normally available to all students at your school, except computers. However, students may not use peer editing or response groups in the assessment. Teachers may not proofread or otherwise edit student work. Reference sources such as textbooks, encyclopedias or almanacs are generally not to be used during the testing session, though students may have consulted such a resource on their own outside of class.

Mathematics Problem Solving

- **Mathematics Problem Sheet.** One problem sheet is provided for each student. The back of the sheet provides a checklist of the criteria raters will look for in scoring the response.
- **Mathematics Response Folder.** One folder is provided for each student. **The School Test Coordinator has extra folders**. The folder contains student information, survey questions, and space to work the problem completely.
- **Classroom Information Sheet.** One Classroom Information Sheet should be filled out for **each class** prior to returning the materials.
- **Resealable Bag**. Each classroom's completed mathematics response folders will be secured in a resealable bag.
- **A Spanish/English and a Russian/English version** of the mathematics problem-solving assessment is available for students who would benefit from taking the test in this form. Contact your school or district testing coordinator for the side-by-side test materials.

You may also need:

- **A Supply of Pens and Pencils.** Although students are expected to bring their own pens and pencils on the day of testing, a supply should be on hand for those who have forgotten. The students may do their work in pen or in pencil.
- Students should have access to calculators, manipulatives, rulers, and other mathematics tools. Textbooks, wall charts, and notes should not be available, either as books, charts, on paper or in electronic form on a computer. Scientific calculators are recommended for use at grades 8 and 10. Students who currently use graphing calculators should be allowed to use them, but calculators with keyboards are not allowed.

Some Helpful Procedures

The following procedures apply to both writing and mathematics problem solving and will help to create conditions for a successful test administration:

1. Several days prior to the day of testing, review this manual and ask your School Test Coordinator to answer any questions you may have.
2. Several days prior to the day of testing, count to make sure you have the proper quantity of materials. Notify your School Test Coordinator if you need more.
3. Observe test security measures prior to testing. Keep all materials in locked storage until you are ready to distribute them to students. You also will need to keep writing materials secure overnight during the three days of testing.
4. Minimize interruptions or disturbances during testing. Post a **"TESTING – PLEASE DO NOT DISTURB"** sign on the door while testing is in progress.

5. Plan time for make-up testing for students who are absent for any portion of the regular testing periods. Every effort should be made to assure that all students have an opportunity to complete both assessments even if they have been absent for one or more of the regular testing periods.

6. Remember, the Mathematics Problem-Solving Assessment is to be completed in <u>one</u> session.

Completing Student Information on the Response Folder.

The following instructions apply to both writing and mathematics problem solving:

1. Most districts will have pre-coded answer folders for most students. Where that is the case, hand out the response folders to the appropriate students. In addition to the student name and CDS code on page one, and the student name and school name on page 4, other information may appear in the various sections on page 1. Where information is missing on pre-coded answer documents, students or teachers should fill in the missing information, both writing information in the boxes and bubbling the corresponding information in the grid for that section.

2. For students who do not have a pre-coded answer booklet, or for districts who have not provided pre-coding information, have each student fill out all information on page 1, using a #2 pencil. Each student should also write his or her name, teacher name, period and school in the spaces provided on page 4. DO NOT USE an absent student's pre-coded answer folder for another student. If students do not have a pre-coded answer folder, you must give the student a blank folder and all information must be bubbled in by hand.

3. The information to be completed includes:
   - District Name
   - School Name
   - Teacher Name
   - Period No. (Optional)
   - Student Name
   - Student ID # (Optional)
   - Date of Birth
   - Sex
   - Mobility
   - Ethnic Background
   - Participation in Special Programs
   - Degree of English Fluency
   - Parent Most Educated – level of education of most educated parent (grades 8 & 10 only)

It is important that teachers/test administrators review this information carefully for completeness and accuracy prior to submitting the finished test materials to the School Test Coordinators.

Every student in every classroom **must** have a response folder even if he/she is not tested. For students exempted, participating under modified conditions, or absent, complete the above information and code the folder (in the box labeled Exemptions & Modifications) with the appropriate exemption or modification using the numerical codes below. See Part 6 for detailed Guidelines for Including Students in Testing. These procedures have been updated for the 1999 Test Administration. Please review the changes in Part 6 carefully before marking any exemption or modification codes on a student's answer booklet. For students in Special Education, exemption and modification decisions have generally been made by the IEP team and should be listed in the student's IEP.

Exemption and Modification Codes:

1. Absent (for an extended period of time)
2. Exempted – Non-literate in English, Spanish, or Russian
3. Modified Procedures – Non-literate in English, Spanish or Russian
4. Exempted - Students with Disabilities
5. Modified Procedures – Students with Disabilities
6. Home Schooled/Not Enrolled in District
7. Other
8. Withdrawn from the school/district

The absent, exempt, or withdrawn codes (#1, 2, 4, 7 or 8) mean that the student did not provide a response. These blank folders will not be scored but will be used to determine that all students are accounted for. Please be sure these fields are used correctly.

Folders coded #3, 5, or 6 will be scored and individual student reports will be returned to the school. However, scores for responses coded #3, 5, or 6 will not be included in school, district, or state averages.

Updated information on completing these codes is provided on pages 8-10 of this manual.

PART 2: ADMINISTERING THE WRITING ASSESSMENT

Writing Administration

Three testing sessions are standard for the writing assessment. Most students will use some of the first session and part of the second to do their pre-writing/ brainstorming and write their rough drafts, the remainder of the second session to revise and edit their rough drafts, and the third session to complete their revisions and to recopy their final papers into their writing folder. **The final copy should not exceed the space provided in the writing folder except for one additional paragraph to complete a thought begun on the previous page, not to exceed one-half of a page. Students may not draw additional lines between the existing lines of the booklet to circumvent space limitations.** Word-processed papers are not allowed except as an accommodation for students with specific disabilities.

Although this test is not timed, the three testing sessions are designed to work in time periods of approximately 45-50 minutes each. At the end of the third session, if a student is working productively, please allow him or her to continue, even if the time exceeds 45 minutes or goes into another day.

Schools on a block schedule with class periods longer than 45-50 minutes should consider carefully how to structure the assessment. Generally, students seem to benefit from time between testing sessions (i.e., 3 separate sessions on 3 separate days) rather than from one or two extended length sessions.

As much as possible, students should be allowed to proceed at their own pace. However, a student who falls too far behind schedule may have difficulty completing the writing task. Students who finish ahead of other students should have reading materials or other planned activities available so that they will not disturb those who need additional time for writing.

Before administering the assessment, read the Student Directions carefully so you are very familiar with all the steps and procedures. On Day 1, read the instructions aloud to the students, including the student directions on the back of the Writing Topic Sheet. Be sure that students know that papers may be disqualified from scoring under certain conditions which are listed on the back of the Writing Topic Sheet. Papers that are written on a topic other than those provided may be scored, but would not count in CIM/benchmark requirements and would not be included in school summary data. As Day 2 and Day 3 activities begin for writing, summarize the instructions again. Answer any questions students might have about why the assessment is being given, how the papers will be scored, etc.

WRITING ASSESSMENT DAY 1: Prewriting / Beginning Rough Draft

1. After students have completed filling in the information on the front of the response folder, tell them that the writing folder is for **final copy only,** so most students will not write anything inside the folder until Day 3 (or late on Day 2).
2. Read the Student Directions (in the following box) aloud:

STUDENT DIRECTIONS FOR WRITING

Starting today, you will take part in a writing assessment. This means you will write a paper that will be read and scored by two readers other than your teacher. You will have time on three different days -- today, tomorrow, and the next day -- to work on your paper.

STEP 1: Prewriting on an Assessment Topic

Look at the sheet you were given to find the topics you can write about. Choose one of these topics. Use a separate sheet of paper to list ideas or do some other prewriting BEFORE you begin to write your rough draft.

STEP 2: Writing the Rough Draft

Begin writing your rough draft on notebook paper when you finish prewriting. Be sure to write on the topic you chose. Remember that your final copy should fit into the writing folder. Your writing folder has two pages for your final copy.

STEP 3: Revising and Editing

When your rough draft is finished, you should spend some time revising and editing. You may use any of the editing tools we use in the classroom to edit your paper, except for help from your teacher or other students. Use your Guide to Revision to help you. It will tell you the things raters will look for when they score your paper. You may want to revise your paper to include the things listed on the Guide to Revision.

STEP 4: Recopying and Proofreading

When you are done revising and editing, recopy your paper into the writing folder. Please use a **pen or write firmly in pencil.** Your final copy should fit on the two pages provided. Another page may be attached only to finish a paragraph begun on the final page of the folder. Make your copy as neat as you can so that it is easy for others to read. When you finish, make sure your name and your teacher's name are on the front of the booklet and on page 4. When you finish writing you should answer the questions on page 2 of your writing folder.

3. Make sure all students have notebook paper for prewriting and rough drafts. This paper is not provided in the test materials.

4. Encourage students to do any prewriting they wish (outlining, brainstorming, clustering, etc.). However, students must do this prewriting individually. Please do not lead students in any structured prewriting activities, or make suggestions as to what they might write about.

5. Tell students to begin writing rough drafts whenever they are ready and encourage them to begin the rough draft before the conclusion of the first testing session. Remind students to write their rough drafts on notebook paper, not in the writing folders. At the end of Day 1, remind students to write their names in the upper right-hand corner of each sheet of their rough drafts. Ask students to put all materials, including the topic sheet and Guide to Revision inside their writing folders. Collect all materials and store them overnight in a secure place.

WRITING ASSESSMENT, DAY 2: Continue Drafts / Begin Revising and Editing

1. Be sure that students' desks are cleared before handing out materials you collected the day before. Make sure that each student receives his/her own materials and then summarize the instructions. Most students will need to continue working on rough drafts; however, they should be encouraged to use a portion of this writing period for revising and editing. Maintain a quiet test atmosphere in which students work independently on their writing responses.

2. Once again, be sure to have pencils, paper, spellers, dictionaries, and thesauruses (or other desired resources) available for students.

3. At the end of the period, ask students once again to put all materials inside the writing folder and to turn them in. Store the materials overnight in a secure place.

4. Remind students that their final copies should fit in the space provided in the writing folder. (NOTE: An extra sheet may be attached to allow a student to complete a thought – no more than finishing the sentence or paragraph begun on the final page of the writing folder, not to exceed one-half of an additional page.) Encourage students to plan to fit their paper within the two pages provided. **Papers with attachments that exceed a paragraph or with additional lines drawn on the booklet will be coded "Too Long" and will not be scored.**

WRITING ASSESSMENT, DAY 3: Revising and Editing / Recopying into Writing Folders

1. Be sure that the students' desks are cleared before handing out materials and summarizing the instructions.

2. By this time, most students should be well into revision and ready (or nearly ready) to begin to copy their paper into the folder. Remind students who are still revising to allow enough time to recopy their piece into the writing folders. (However, any student who still needs additional time to recopy his/her paper should be provided with time beyond the conclusion of this third session.)

3. Once again, have pens, pencils, paper, spellers, dictionaries, and thesauruses (or other desired resources) available for students. Please remind students that they may use either a pen or pencil (if they write darkly enough) when copying their final paper into the writing folders. Students should attempt to make their writing neat and readable. However, "neatness" per se will not affect scores. Cross-outs and insertions are allowed. Remind students that their final copies should fit in the space provided in the writing folder.

4. Ask all students to complete the Student Writer's Questions on page 2 of the writing folder using a #2 pencil. There are no right or wrong answers to these questions. The student should choose the answer that is true for him or her. This information will simply be used to create a profile of student writers at various grade levels.

5. Collect all writing folders and topic sheets at the end of the allotted writing time, or when each student has finished copying his/her writing. As long as a student is working productively, please allow him or her to finish, even if the time exceeds 45 minutes or goes into another day.

Checking and Completing Materials

Carefully review each folder to ensure that students have correctly entered all requested information. If any information is missing, incorrect, or incomplete, please add or revise information as necessary. Check that students have marked the number of the topic to which they responded (question 1 of the Student Writer's Questions).

Separate rough drafts from the writing folder. Do not return rough drafts to the scoring sites. **Only the response folders are to be submitted for scoring. Staple a page required to complete a thought to the last page of the writing folder. Remember that this may be no more than the sentence or paragraph begun on the final page of the folder and may not exceed one-half of a page.**

Blank answer folders, topic sheets/Guides to Revision, and all other testing materials should be returned to your School Test Coordinator for proper shipment or disposal.

Checking for "Crisis" Papers

Even though students are asked to write on one of the three topics provided in the writing folder, each year a number of students write about critical issues in their lives. Although we have a procedure for responding to these "crisis" papers at the scoring sites, a response would be more timely at the school level before the papers are sent to be scored.

Please take some time to review your student papers briefly with this concern in mind. If you find papers which deal with topics such as abuse, negligent treatment, drug or alcohol abuse by the student or a family member, or depression and suicidal tendencies, you should take appropriate action. Such action might include making a photocopy of the paper to share with a counselor or building administrator. The original paper could then be sent to the scoring site if that is appropriate.

In extreme situations, it may be necessary to remove a paper from the packet in order to deal with it immediately at the local level. In such instances, when it would not be appropriate to send the paper on to the scoring site, a blank writing folder with the appropriate student information should be included in the classroom packet, coded as #7 "Other" in the Exemptions & Modifications grid.

Remember that ORS 418.750 requires that any public or private official having reasonable cause to believe that a child has suffered abuse must report this information. The Department of Education believes that such decisions are best made at the local level by educators who know the student individually. We will continue to refer papers which the raters believe may contain such information to local schools. However, more immediate action, made possible by your review of the papers, would be the best response to these situations.

PART 3: ADMINISTERING THE MATHEMATICS PROBLEM-SOLVING ASSESSMENT

After students have completed filling in the information on the front of the response folder, read the Student Directions (in the following box) aloud:

STUDENT DIRECTIONS FOR MATHEMATICS PROBLEM SOLVING

Today you will be completing a mathematics problem-solving test that asks you to show how you

solve a problem. Most students will finish in about 45 minutes. If you are not finished in 45 minutes, but you are working hard and making progress, I will give you additional time to finish the test. If you finish early, please read a book or do other "quiet" work. All work must be completed in this one testing session.

On the separate problem sheet, you will find three problems. Read all the problems and select the one that you believe will best allow you to show your ability to solve a mathematics problem.

You should do all of your work in the space provided on pages 3 and 4 of this booklet. An extra page may be attached only if necessary to complete a process or idea. Show your work as neatly as you can so that it is easy for others to read. For this test, it is important to show all of the steps that you used to solve the problem, so please don't use scratch paper when solving the problem. The Student Directions, printed on the back of the problem sheet will tell you what the raters will be looking for when they score your work. You should review them before you begin to work the problem and after you have finished it to be sure that you have included all the information about solving the problem.

Make sure your name and your teacher's and school's name are on the front of the folder and on page 4. Mark the letter that appears on the problem sheet and the problem number that you decided to solve in the box on page 3. When you finish solving the problem, you should answer the survey questions on page 2 of the folder.

You may use a calculator or manipulatives or any other math tools we normally use in the classroom, except computers, wallcharts, textbooks or notes. Choose a problem from your problem sheet and begin working it now.

When nearly all of your students have finished the test or have stopped making progress on the test, say:

We are nearing the end of this testing period. If you need additional time to work on this test, let me know. You should check to see that you have included the parts of work described on the Student Directions. Also check the top of page 4 to be sure you have written your name, your teacher's name and your school in the boxes provided and that you

have marked the letter for the problem sheet you had and the number of the problem you chose to work.

Before you turn in your folder, please answer the survey questions on page 2. There are no right or wrong answers to these questions. Just choose the answer that best matches what is true for you.

Checking and Completing Materials

Carefully review each folder to ensure that students have correctly entered all requested information. If any information is missing, incorrect, or incomplete, please add or revise information as necessary. Check that students have correctly gridded the letter for the problem sheet form and the number of the problem they solved in the space on page 3 of the mathematics problem-solving folder.

An additional page may be attached to the response folder to allow a student to complete a process or idea. This sheet should be a continuation, not a new section, such as Verification.

PART 4: LOCAL RATER OPTION

In an attempt to provide schools with feedback as to how similar teachers are when scoring their own students' work compared to the "official raters," we will again offer the option for local teachers to score their own students' work.

Teachers may score any or all of their students' responses in writing and/or mathematics problem solving by using the official state scoring guide located in the back of this manual and recording their scores in the "local" scoring grid at the bottom of the front page of the student folder.

The writing traits are coded as follows in the heading of the local scoring grid: I = Ideas and Content, O = Organization, V = Voice, W = Word Choice, S = Sentence Fluency, and C = Conventions.

The mathematics problem-solving dimensions are coded as follows: CU = Conceptual Understanding, PS = Processes and Strategies, V = Verification, C = Communication, and COR = Correctness.

Schools will receive feedback comparing "official" and "local" scores. For more timely feedback, teachers should keep a copy of their scores to compare against "official" scores that will be returned on classroom roster reports.

PART 5: RETURNING MATERIALS

Completing the Classroom Information Sheet

A Classroom Information Sheet for **each subject** tested must be completed by the Test Administrator after tests are administered. Before returning materials to your School Test Coordinator, please complete items 1-6 on the Classroom Information Sheet for the subject tested.

Use a #2 pencil to complete one sheet for each classroom or class period participating in each test. It is important that one bag contains one classroom set of papers, NOT several classrooms together. Preliminary Class roster summaries of individual student scores will be returned from the scoring site grouped by the Classroom Information Sheet.

Fill out the Classroom Information Sheet (specific to the subject area tested) as follows:

1. Check your grade, school and district names. This information should have been pre-entered. If it was not, please write and grid it in.
2. Your district/school ID number should have been pre-entered. If it was not, please complete this field. If you do not know your ID number, ask your School Test Coordinator. This must be completed in order for materials to be returned to you.
3. Write your name or classroom designation in the space provided.
4. Enter the class period (if appropriate).
5. Enter the total number of students enrolled in this classroom or class period. You should have a response folder for every student. This includes students who were exempted, absent, or who completed a modified version of the test.

A sample of a completed Classroom Information Sheet appears on page 13 of this manual.

Please do not enter anything in the areas labeled "For Official Use Only." **Do not separate the two parts of the Classroom Information Sheet – this form must be received intact for scoring.**

Returning Your Materials

Writing and mathematics problem-solving assessment materials are returned in **separate** resealable plastic bags. When you are certain that all response folders have been completed correctly and you have removed rough drafts and completed the Classroom Information Sheet, assemble the response folders for each classroom or class period in the resealable bag provided, putting the Classroom Information Sheet on the top. Return the bag(s) to your School Testing Coordinator.

Unused folders and all mathematics problem sheets and writing topic sheets must be returned separately to your School Test Coordinator. This Administration Manual may be retained for future reference if desired.

EVERYTHING MUST BE RETURNED TO YOUR SCHOOL TEST COORDINATOR BY THE END OF THE DAY FEBRUARY 12, 1999

PART 6: GUIDELINES FOR INCLUDING STUDENTS IN TESTING: PROCEDURES FOR STANDARD ADMINISTRATION, MODIFIED ADMINISTRATION, AND EXEMPTION FROM TESTING

This assessment is designed for all students in grades 5, 8, and 10. Since the test results are likely to be used to review the effectiveness of curricular programs, it is very important to have all schools and districts making consistent decisions when exempting students from participation in the Oregon Statewide Assessment Program, or modifying their assessment.

Every student is expected to be accounted for in the assessment. There are three categories of assessment participation: 1) participated under standard test administration conditions; 2) participated under modified test conditions; or 3) exempted from participation in the test. Both a writing response folder and a mathematics problem-solving response folder must be submitted for EVERY student with the appropriate demographic information (name, grade, sex, etc.). Students who take the test under modified conditions should complete their work in a response folder marked with the appropriate modification code in the "Exemptions & Modifications" grid. Specific information about exemptions and modifications follows.

Students in ungraded programs should be accounted for on the basis of their age at the beginning of the school year (i.e., 10 years = 5th grade, 13 years = 8th grade, and 15 years = 10th grade).

Students with Disabilities

Federal requirements under Public Law 103-366 (the Americans with Disabilities Act), IDEA (Individuals with Disabilities in Education Act), and the Rehabilitation Act of 1973, Section 504, require that individuals with disabilities be given equal opportunity to participate in, benefit from, and have appropriate modifications to provide access to any program or activity customarily granted to all individuals. Therefore, all students with disabilities are eligible to participate in the Oregon Statewide Assessment Program. **Each student must be considered individually and not on the basis of the category of his/her disability.**

For special education students, the IEP team including the student's parent or guardian makes the decision to have the student participate under standard test administration conditions, to modify the test administration conditions for the student, or to exempt the student from testing. For students in special education programs, information about modified testing or exemption from testing should be addressed on the student's Individual Education Program (IEP). For students covered under Section 504 of the Rehabilitation Act, such information could be included in the student's 504 plan.

Test administration under standard conditions essentially means that the student takes the test in a manner consistent with the test administration manual and certain allowable accommodations. For example, any student may be given additional time to complete the test or may take the test in an environment conducive to working effectively. (See table on pages 11 and 12 for clarification of the accommodations allowed under standard test administration.)

Test administration under modified conditions may be appropriate for some students with disabilities. Individuals who participate in the Oregon Statewide Assessment Program under modified testing conditions will have their tests scored and returned, but their scores will not be included in the school, district, or state level averages. (See table on pages 11 and 12 for examples of modified test administration.)

The decision to **exempt from testing** for students with disabilities must be made for each special education student with an IEP by the IEP team that designs the student's educational program and for each student eligible under Section 504 in conjunction with the student's 504 plan. Note that the existence of an IEP does not automatically exempt a student from testing. In addition, exemption from one test, for example writing, does not automatically exempt a student from other state tests in other content areas. Separate decisions must be made for each test included in the Oregon Statewide Assessment Program. A response folder should be submitted for EVERY student who is exempt from the Writing or Mathematics Problem-Solving Assessments, with the appropriate exemption field coded on the front of the folder.

English Language Learners (ELLs) and Non-English Proficient (NEP) Students

Federal law, including the Civil Rights Act of 1964 and ensuing case law, and the Improving America's Schools Act requires that non-English proficient students be given equal opportunity to participate in and benefit from any program or activity customarily granted to all students.

Therefore all ELL, NEP, ESL and/or bilingual students should be considered eligible to participate in the Oregon Statewide Assessment Program.

Who makes the decision? A teacher and instructional team who knows the individual student should make a decision, in consultation with the student's parent or guardian and/or the student to have the student tested under standard conditions, to modify the test conditions for the student, or to exempt the student from test participation. It is important to note that exemption from one test, for example writing, does not automatically exempt a student from tests in other subject areas. Each student must be considered individually for each assessment on the basis of proficiency in English, Spanish, or Russian, not on participation in a particular program nor identification as a bilingual or NEP student.

Test administration under standard conditions means that the student takes the English language version or side-by-side Spanish/English or Russian/English version of the mathematics problem-solving test.

Students scoring a 4 or above on the English reading and writing sub-tests of the Woodcock/ Muñoz or an equivalent score on another English literacy (reading and writing) assessment are considered eligible to

take the English language version of the writing or mathematics problem-solving tests.

Students who score above a 1 in either English, Spanish, or Russian are considered eligible to participate in the Oregon Statewide Assessment Program using the side-by-side version of the test.

Test administration under modified conditions may be appropriate for some students. For writing, students responding in a language other than English will be considered modified (Exemptions & Modifications code #3). For mathematics problem solving, students responding in a language other than English, Spanish or Russian will be considered modified and may not be scored. Individuals who participate in the assessments under modified testing conditions will have their tests scored and results returned, but these scores will not be included in the school, district or state averages.

Exemption from test participation

Students whose home language is Spanish or Russian and who score at a 1 in their native language and a 1 in English on the reading and writing sub-tests of the Woodcock/Muñoz, who receive a similar score on a comparable language proficiency test, or who have consistently demonstrated an inability to interact with written Spanish, Russian, or English may be exempt. A response folder should be submitted for any student who is exempted from the Writing or Mathematics Problem-Solving Assessment with the appropriate exemption field coded on the folder. (Note: the LAS-O test should not be used to determine reading or writing proficiency.)

Home Schooled / Not Enrolled in District

Any child residing in the district who is not enrolled in a public or private school may request to participate in the state test. Students whose response folders are coded with #6 in the Exemptions & Modifications grid will receive an individual student report but their scores will not be included in the school, district or state averages.

Other

Parents who object to having their child participate in the Oregon Statewide Assessment Program (or specific tests) for religious or other reasons may have their child exempted from testing. A student response folder should be submitted with the student's name and other information. The folder should be coded #7 under Exemptions and Modifications.

Withdrawn From School/District

Use this code only when the student has a pre-printed response folder, but has withdrawn from the school. The student will not be counted in participation statistics.

Review of Exemptions and Modifications

Code	Category	Test Written	Indiv. Scores	Scores in Averages
1	Absent	No	--	--
2	Exempted--Non-literate in English, Spanish, or Russian	No	--	--
3	Modified Administration--Non-literate in English, Spanish or Russian	Yes	Yes	No
4	Exempted--Students with Disabilities	No	--	--
5	Modified Administration--Students with Disabilities	Yes	Yes	No
6	Home Schooled / Not Enrolled in District	Yes	Yes	No
7	Other	No	--	--
8	Withdrawn from the school	No	--	--

PART 7: ADDITIONAL QUESTIONS OR INFORMATION

If you need additional clarification or information about test administration procedures, please contact your School Testing Coordinator or District Testing Coordinator. You may also contact staff members at the Oregon Department of Education, Office of Assessment and Evaluation by calling 503-378-5585 ext. 257.

Writing and Mathematics Problem Solving Test Administration

Type of Adaptation	Standard Administration Allowable Accommodations (Applies to All Students)	Administration with Modifications
Changes in timing or scheduling of the assessment	• Extended time • Frequent breaks • Administer at time of day most beneficial to student	
Changes in the test directions	• Read or reread directions to student • Sign directions • Translate directions orally • Provide written version of oral directions • Simplify language in directions • Clarify directions • Highlight words in directions • Auditory amplification devices, hearing aids, noise buffers	
Changes in how the test questions are presented	• Large print version of prompts or math problems+ • Braille version of prompts or math problems+ • Read prompts or math problems aloud to student* • Sign writing prompts or math problems++ • Translate key words in prompts or math problems • Visual magnification devices • Auditory amplification devices, noise buffers • Tactile representation of charts, pictures, tables, graphs, etc. • Administration of side-by-side version of mathematics problem solving assessment	• Translate writing prompts or mathematics problems into language other than English, Spanish, or Russian
Changes in how the student responds	• Student responds to mathematics problem solving in English, Spanish or Russian • Increased spacing, wider lines and/or margins • [Students whose IEP's require increased spacing, wider lines or margins should have additional room beyond what is provided in the writing folder to complete their response. Attach appropriate pages and an explanation of this accommodation to the booklet.] • Respond to writing or mathematics problem solving in Braille ** *** • Students with physical disabilities (i.e. blindness, deafness, and orthopedic impairments) should be allowed any assistive device that serves as their primary communication mode if no other options are available to express their performance. Word processing or typewriting are not allowed under any other conditions.	• For writing, dictate response to a scribe • Tape-record writing response to be transcribed in folder • Respond to writing in language other than English • Respond to mathematics in language other than English, Spanish or Russian (whether or not a translation to English is provided)

- continued on next page -

* The purpose of reading prompts or math problems aloud is to give non-readers access to performance assessment prompts and problems without changing the content of the concepts and processes assessed. Prompts and problems read aloud should convey essential information but not extra explanations and interpretations unavailable to other students.

** If a student will be responding in Braille, please inform the School Test Coordinator and separate that student's writing folder so that it can be sent to a site for translation.

*** Students using Braille need to follow the same writing process as in a standard administration (no allowance of electronic spell checker, grammar checker, or any other 'help' feature on a word processor) and have the composition transcribed to English text before submitting it for evaluation.

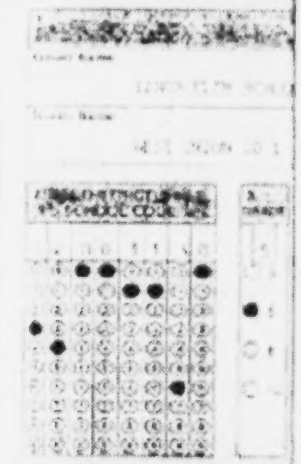
\+ Braille and Large Print Versions must be obtained from the Oregon Textbook and Media Center for the Visually Impaired, phone (503) 916-5840 x421.

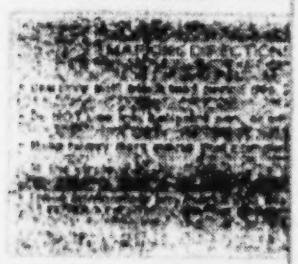
++ Signing writing prompts and math problems must be done carefully. Some signs may be an interpretation of the answer or concept tested. In such cases finger spelling may be more appropriate.

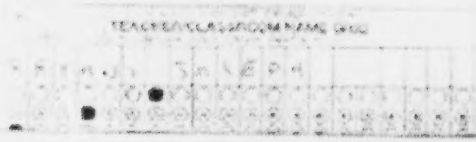
Writing and Mathematics Problem Solving Test Administration (continued)

Type of Adaptation	Standard Administration Allowable Accommodations (Applies to All Students)	Administration with Modifications
Changes in test setting	• Test an individual student in a separate location • Test a small group of students in a separate, but familiar location (e.g., Title 1 room) • Minimize distractions (e.g., study carrel)	
References and tools	• Spelling dictionary • Dictionary - English or English/other language • Electronic spell reference without automated correction (e.g., Franklin Speller) • Handbook • Use of masking device while copying from rough to final • Thesaurus • Highlighter • Correction fluid ("white-out"); correction tape • Scissors, tape • Calculator • Manipulatives	• Electronic spell checker, grammar checker or any other "help" feature on a word processor • Electronic translation device

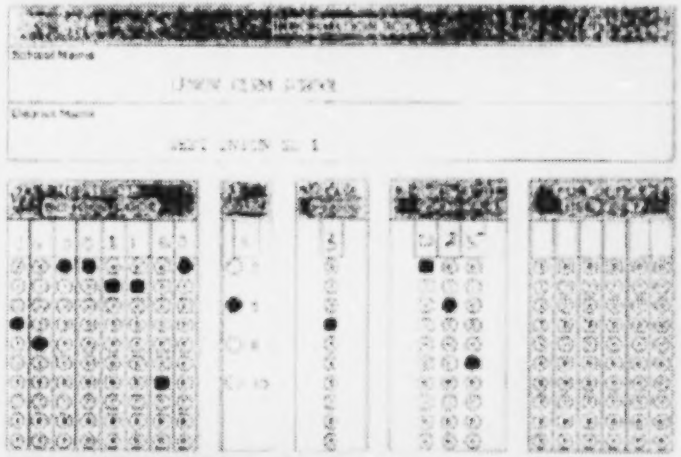
OREGON Writing Assessment
Statewide Assessment Program
CLASSROOM INFORMATION SHEET

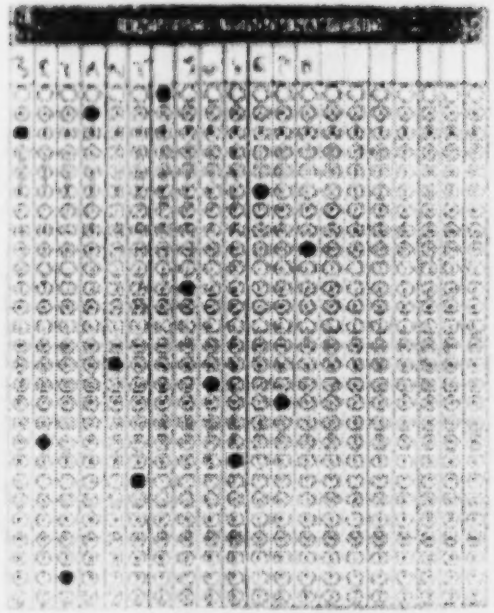


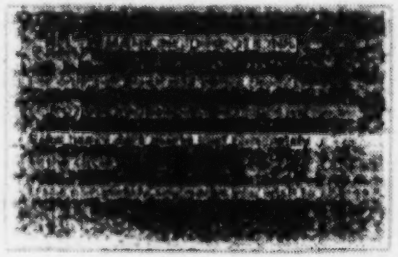




OREGON Mathematics Problem-Solving
Statewide Assessment Program
CLASSROOM INFORMATION SHEET







DO NOT SEPARATE THE TWO PARTS OF THIS FORM.

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Ideas/Content

6
The writing is exceptionally clear, focused, and interesting. It holds the reader's attention throughout. Main ideas stand out and are developed by strong support and rich details suitable to audience and purpose. The writing is characterized by
- clarity, focus, and control.
- main idea(s) that stand out.
- supporting, relevant, carefully selected details; when appropriate, use of resources provides strong, accurate, credible support.
- a thorough, balanced, in-depth explanation / exploration of the topic; the writing makes connections and shares insights.
- content and selected details that are well-suited to audience and purpose.

5
The writing is clear, focused, and interesting. It holds the reader's attention. Main ideas stand out and are developed by supporting details suitable to audience and purpose. The writing is characterized by
- clarity, focus, and control.
- main idea(s) that stand out.
- supporting, relevant, carefully selected details; when appropriate, use of resources provides strong, accurate, credible support.
- a thorough, balanced explanation / exploration of the topic; the writing makes connections and shares insights.
- content and selected details that are well-suited to audience and purpose.

4
The writing is clear and focused. The reader can easily understand the main ideas. Support is present, although it may be limited or rather general. The writing is characterized by
- an easily identifiable purpose.
- clear main idea(s).
- supporting details that are relevant, but may be overly general or limited in places; when appropriate, resources are used to provide accurate support.
- a topic that is explored / explained, although developmental details may occasionally be out of balance with the main idea(s); some connections and insights may be present.
- content and selected details that are relevant, but perhaps not consistently well-chosen for audience and purpose.

3
The reader can understand the main ideas, although they may be overly broad or simplistic, and the results may not be effective. Supporting detail is often limited, insubstantial, overly general, or occasionally slightly off-topic. The writing is characterized by
- an easily identifiable purpose and main idea(s).
- predictable or overly-obvious main ideas or plot; conclusions or main points seem to echo observations heard elsewhere.
- support that is attempted, but developmental details that are often limited in scope, uneven, somewhat off-topic, predictable, or overly general.
- details that may not be well-grounded in credible resources; they may be based on clichés, stereotypes or questionable sources of information.
- difficulties when moving from general observations to specifics.

2
Main ideas and purpose are somewhat unclear or development is attempted but minimal. The writing is characterized by
- a purpose and main idea(s) that may require extensive inferences by the reader.
- minimal development; insufficient details.
- irrelevant details that clutter the text.
- extensive repetition of detail.

1
The writing lacks a central idea or purpose. The writing is characterized by
- ideas that are extremely limited or simply unclear.
- attempts at development that are minimal or non-existent; the paper is too short to demonstrate the development of an idea.

Organization

6
The organization enhances the central idea(s) and its development. The order and structure are compelling and move the reader through the text easily. The writing is characterized by
- effective, perhaps creative, sequencing; the organizational structure fits the topic, and the writing is easy to follow.
- a strong, inviting beginning that draws the reader in and a strong, satisfying sense of resolution or closure.
- smooth, effective transitions among all elements (sentences, paragraphs, ideas).
- details that fit where placed.

5
The organization enhances the central idea(s) and its development. The order and structure are strong and move the reader through the text. The writing is characterized by
- effective sequencing; the organizational structure fits the topic, and the writing is easy to follow.
- an inviting beginning that draws the reader in and a satisfying sense of resolution or closure.
- smooth, effective transitions among all elements (sentences, paragraphs, ideas).
- details that fit where placed.

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Organization (continued)

4
Organization is clear and coherent. Order and structure are present, but may seem formulaic. The writing is characterized by
- clear sequencing.
- an organization that may be predictable.
- a recognizable, developed beginning that may not be particularly inviting; a developed conclusion that may lack subtlety.
- a body that is easy to follow with details that fit where placed.
- transitions that may be stilted or formulaic.
- organization which helps the reader, despite some weaknesses.

3
An attempt has been made to organize the writing; however, the overall structure is inconsistent or skeletal. The writing is characterized by
- attempts at sequencing, but the order or the relationship among ideas may occasionally be unclear.
- a beginning and an ending which, although present, are either undeveloped or too obvious (e.g., "My topic is..."; "These are all the reasons that...").
- transitions that sometimes work. The same few transitional devices (e.g., coordinating conjunctions, numbering, etc.) may be overused.
- a structure that is skeletal or too rigid.
- placement of details that may not always be effective.
- organization which lapses in some places, but helps the reader in others.

2
The writing lacks a clear organizational structure. An occasional organizational device is discernible; however, the writing is either difficult to follow and the reader has to reread substantial portions, or the piece is simply too short to demonstrate organizational skills. The writing is characterized by
- some attempts at sequencing, but the order or the relationship among ideas is frequently unclear.
- a missing or extremely undeveloped beginning, body, and/or ending.
- a lack of transitions, or when present, ineffective or overused.
- a lack of an effective organizational structure.
- details that seem to be randomly placed, leaving the reader frequently confused.

1
The writing lacks coherence; organization seems haphazard and disjointed. Even after rereading, the reader remains confused. The writing is characterized by
- a lack of effective sequencing.
- a failure to provide an identifiable beginning, body and/or ending.
- a lack of transitions.
- pacing that is consistently awkward; the reader feels either mired down in trivia or rushed along too rapidly.
- a lack of organization which ultimately obscures or distorts the main point.

Voice

6
The writer has chosen a voice appropriate for the topic, purpose, and audience. The writer seems deeply committed to the topic, and there is an exceptional sense of "writing to be read." The writing is expressive, engaging, or sincere. The writing is characterized by
- an effective level of closeness to or distance from the audience (e.g., a narrative should have a strong personal voice, while an expository piece may require extensive use of outside resources and a more academic voice; nevertheless, both should be engaging, lively, or interesting. Technical writing may require greater distance.).
- an exceptionally strong sense of audience; the writer seems to be aware of the reader and of how to communicate the message most effectively. The reader may discern the writer behind the words and feel a sense of interaction.
- a sense that the topic has come to life; when appropriate, the writing may show originality, liveliness, honesty, conviction, excitement, humor, or suspense.

5
The writer has chosen a voice appropriate for the topic, purpose, and audience. The writer seems committed to the topic, and there is a sense of "writing to be read." The writing is expressive, engaging, or sincere. The writing is characterized by
- an appropriate level of closeness to or distance from the audience (e.g., a narrative should have a strong personal voice, while an expository piece may require extensive use of outside resources and a more academic voice; nevertheless, both should be engaging, lively, or interesting. Technical writing may require greater distance.).
- a strong sense of audience; the writer seems to be aware of the reader and of how to communicate the message most effectively. The reader may discern the writer behind the words and feel a sense of interaction.
- a sense that the topic has come to life; when appropriate, the writing may show originality, liveliness, honesty, conviction, excitement, humor, or suspense.

4
A voice is present. The writer demonstrates commitment to the topic, and there may be a sense of "writing to be read." In places, the writing is expressive, engaging, or sincere. The writing is characterized by
- a questionable or inconsistent level of closeness to or distance from the audience.
- a sense of audience; the writer seems to be aware of the reader but has not consistently employed an appropriate voice. The reader may glimpse the writer behind the words and feel a sense of interaction in places.
- liveliness, sincerity, or humor when appropriate; however, at times the writing may be either inappropriately casual or personal, or inappropriately formal and stiff.

Voice (continued)

3
The writer's commitment to the topic seems inconsistent. A sense of the writer may emerge at times; however, the voice is either inappropriately personal or inappropriately impersonal. The writing is characterized by
- a limited sense of audience; the writer's awareness of the reader is unclear.
- an occasional sense of the writer behind the words; however, the voice may shift or disappear a line or two later and the writing become somewhat mechanical.
- a limited ability to shift to a more objective voice when necessary.

2
The writing provides little sense of involvement or commitment. There is no evidence that the writer has chosen a suitable voice. The writing is characterized by
- little engagement of the writer; the writing tends to be largely flat, lifeless, stiff, or mechanical.
- a voice that is likely to be overly informal and personal.
- a lack of audience awareness; there is little sense of "writing to be read."
- little or no hint of the writer behind the words. There is rarely a sense of interaction between reader and writer.

1
The writing seems to lack a sense of involvement or commitment. The writing is characterized by
- no engagement of the writer; the writing is flat and lifeless.
- a lack of audience awareness; there is no sense of "writing to be read."
- no hint of the writer behind the words. There is no sense of interaction between writer and reader; the writing does not involve or engage the reader.

Word Choice

6
Words convey the intended message in an exceptionally interesting, precise, and natural way appropriate to audience and purpose. The writer employs a rich, broad range of words which have been carefully chosen and thoughtfully placed for impact. The writing is characterized by
- accurate, strong, specific words; powerful words energize the writing.
- fresh, original expression; slang, if used, seems purposeful and is effective.
- vocabulary that is striking and varied, but that is natural and not overdone.
- ordinary words used in an unusual way.
- words that evoke strong images; figurative language may be used.

5
Words convey the intended message in an interesting, precise, and natural way appropriate to audience and purpose. The writer employs a broad range of words which have been carefully chosen and thoughtfully placed for impact. The writing is characterized by
- accurate, specific words; word choices energize the writing.
- fresh, vivid expression; slang, if used, seems purposeful and is effective.
- vocabulary that may be striking and varied, but that is natural and not overdone.
- ordinary words used in an unusual way.
- words that evoke clear images; figurative language may be used.

4
Words effectively convey the intended message. The writer employs a variety of words that are functional and appropriate to audience and purpose. The writing is characterized by
- words that work but do not particularly energize the writing.
- expression that is functional; however, slang, if used, does not seem purposeful and is not particularly effective.
- attempts at colorful language that may occasionally seem overdone.
- occasional overuse of technical language or jargon.
- rare experiments with language; however, the writing may have some fine moments and generally avoids clichés.

3
Language is quite ordinary, lacking interest, precision and variety, or may be inappropriate to audience and purpose in places. The writer does not employ a variety of words, producing a sort of "generic" paper filled with familiar words and phrases. The writing is characterized by
- words that work, but that rarely capture the reader's interest.
- expression that seems mundane and general; slang, if used, does not seem purposeful and is not effective.
- attempts at colorful language that seem overdone or forced.
- words that are accurate for the most part, although misused words may occasionally appear; technical language or jargon may be overused or inappropriately used.
- reliance on clichés and overused expressions.

2
Language is monotonous and/or misused, detracting from the meaning and impact. The writing is characterized by
- words that are colorless, flat or imprecise.
- monotonous repetition or overwhelming reliance on worn expressions that repeatedly detract from the message.
- images that are fuzzy or absent altogether.

Word Choice (continued)

1
The writing shows an extremely limited vocabulary or is so filled with misuses of words that the meaning is obscured. Only the most general kind of message is communicated because of vague or imprecise language. The writing is characterized by

- general, vague words that fail to communicate.
- an extremely limited range of words.
- words that simply do not fit the text; they seem imprecise, inadequate, or just plain wrong.

Sentence Fluency

6
The writing has an effective flow and rhythm. Sentences show a high degree of craftsmanship, with consistently strong and varied structure that makes expressive oral reading easy and enjoyable. The writing is characterized by

- a natural, fluent sound; it glides along with one sentence flowing effortlessly into the next.
- extensive variation in sentence structure, length, and beginnings that add interest to the text.
- sentence structure that enhances meaning by drawing attention to key ideas or reinforcing relationships among ideas.
- varied sentence patterns that create an effective combination of power and grace.
- strong control over sentence structure; fragments, if used at all, work well.
- stylistic control; dialogue, if used, sounds natural.

5
The writing has an easy flow and rhythm. Sentences are carefully crafted, with strong and varied structure that makes expressive oral reading easy and enjoyable. The writing is characterized by

- a natural, fluent sound; it glides along with one sentence flowing into the next.
- variation in sentence structure, length, and beginnings that add interest to the text.
- sentence structure that enhances meaning.
- control over sentence structure; fragments, if used at all, work well.
- stylistic control; dialogue, if used, sounds natural.

4
The writing flows; however, connections between phrases or sentences may be less than fluid. Sentence patterns are somewhat varied, contributing to ease in oral reading. The writing is characterized by

- a natural sound; the reader can move easily through the piece, although it may lack a certain rhythm and grace.
- some repeated patterns of sentence structure, length, and beginnings that may detract somewhat from overall impact.
- strong control over simple sentence structures, but variable control over more complex sentences; fragments, if present, are usually effective.
- occasional lapses in stylistic control; dialogue, if used, sounds natural for the most part, but may at times sound stilted or unnatural.

3
The writing tends to be mechanical rather than fluid. Occasional awkward constructions may force the reader to slow down or reread. The writing is characterized by

- some passages that invite fluid oral reading; however, others do not.
- some variety in sentence structure, length, and beginnings, although the writer falls into repetitive sentence patterns.
- good control over simple sentence structures, but little control over more complex sentences; fragments, if present, may not be effective.
- sentences which, although functional, lack energy.
- lapses in stylistic control; dialogue, if used, may sound stilted or unnatural.

2
The writing tends to be either choppy or rambling. Awkward constructions often force the reader to slow down or reread. The writing is characterized by

- significant portions of the text that are difficult to follow or read aloud.
- sentence patterns that are monotonous (e.g., subject-verb or subject-verb-object).
- a significant number of awkward, choppy, or rambling constructions.

1
The writing is difficult to follow or to read aloud. Sentences tend to be incomplete, rambling, or very awkward. The writing is characterized by

- text that does not invite--and may not even permit--smooth oral reading.
- confusing word order that is often jarring and irregular.
- sentence structure that frequently obscures meaning.
- sentences that are disjointed, confusing, or rambling.

Conventions

6
The writing demonstrates exceptionally strong control of standard writing conventions (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage) and uses them effectively to enhance communication. Errors are so few and so minor that the reader can easily skim right over them unless specifically searching for them. The writing is characterized by

- strong control of conventions; manipulation of conventions may occur for stylistic effect.
- strong, effective use of punctuation that guides the reader through the text.
- correct spelling, even of more difficult words.
- paragraph breaks that reinforce the organizational structure.
- correct grammar and usage that contribute to clarity and style.
- skill in using a wide range of conventions in a sufficiently long and complex piece.
- little or no need for editing.

5
The writing demonstrates strong control of standard writing conventions (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage) and uses them effectively to enhance communication. Errors are so few and so minor that they do not impede readability. The writing is characterized by

- strong control of conventions.
- effective use of punctuation that guides the reader through the text.
- correct spelling, even of more difficult words.
- paragraph breaks that reinforce the organizational structure.
- correct capitalization; errors, if any, are minor.
- correct grammar and usage that contribute to clarity and style.
- skill in using a wide range of conventions in a sufficiently long and complex piece.
- little need for editing.

4
The writing demonstrates control of standard writing conventions (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage). Minor errors, while perhaps noticeable, do not impede readability. The writing is characterized by

- control over conventions used, although a wide range is not demonstrated.
- correct end-of-sentence punctuation; internal punctuation may sometimes be incorrect.
- spelling that is usually correct, especially on common words.
- basically sound paragraph breaks that reinforce the organizational structure.
- correct capitalization; errors, if any, are minor.
- occasional lapses in correct grammar and usage; problems are not severe enough to distort meaning or confuse the reader.
- moderate need for editing.

3
The writing demonstrates limited control of standard writing conventions (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage). Errors begin to impede readability. The writing is characterized by

- some control over basic conventions; the text may be too simple to reveal mastery.
- end-of-sentence punctuation that is usually correct; however, internal punctuation contains frequent errors.
- spelling errors that distract the reader; misspelling of common words occurs.
- paragraphs that sometimes run together or begin at ineffective places.
- capitalization errors.
- errors in grammar and usage that do not block meaning but do distract the reader.
- significant need for editing.

2
The writing demonstrates little control of standard writing conventions. Frequent, significant errors impede readability. The writing is characterized by

- little control over basic conventions.
- many end-of-sentence punctuation errors; internal punctuation contains frequent errors.
- spelling errors that frequently distract the reader; misspelling of common words often occurs.
- paragraphs that often run together or begin in ineffective places.
- capitalization that is inconsistent or often incorrect.
- errors in grammar and usage that interfere with readability and meaning.
- substantial need for editing.

1
Numerous errors in usage, spelling, capitalization, and punctuation repeatedly distract the reader and make the text difficult to read. In fact, the severity and frequency of errors are so overwhelming that the reader finds it difficult to focus on the message and must reread for meaning. The writing is characterized by

- very limited skill in using conventions.
- basic punctuation (including end-of-sentence punctuation) that tends to be omitted, haphazard, or incorrect.
- frequent spelling errors that significantly impair readability.
- paragraph breaks that may be highly irregular or so frequent (every sentence) that they bear no relation to the organization of the text.
- capitalization that appears to be random.
- a need for extensive editing.

1998-1999 Mathematics Problem Solving Official Scoring Guide 1998-1999

ACCURACY ____ **Precisely Correct** ____ **Essentially Correct (no additional instruction appears necessary)** _____**Not Correct**

	Conceptual Understanding *Showing an understanding of the mathematical concepts related to the task (the "what")*	**Processes & Strategies** *Choosing strategies that can work, and then carrying out the strategies chosen (the "how")*	**Verification** **Field Test 1998-99*** *In addition to solving the task, reviewing the work & defending the solution in relation to the task (the "defense")* *Although the scores in this dimension will not be used for decisions about students, they will inform the field test.	**Communication** *Showing the reasoning (the "why") behind the process, using pictures, symbols, and/or vocabulary*
6				
5	A) The task is translated into thoroughly developed and/or complex mathematical concepts B) The task is enhanced through connections and/or extensions to other mathematical ideas	A) Pictures, models, diagrams, and/or symbols used to solve the task are thoroughly developed B) Complex mathematical processes/strategies are completed	A) The verification is clearly identified and thoroughly developed B) A different perspective, used as a defense of their solution, may enhance the "defense"	A) The reasoning behind the process of solving the task is clearly displayed throughout and enhanced through the use of graphics and/or examples allowing the reader to move easily from one thought to another
4	C) The task is translated into adequate mathematical concepts using relevant information and/or data from the task	C) Pictures, models, diagrams, and/or symbols are used to solve the task D) Reasonable mathematical processes/strategies are completed	C) The verification is identified, completed, and supports their solution	B) The reasoning behind the process of solving the task is clearly displayed
3	D) An understanding of some of the major concepts is displayed E) Fragments of the information and/or data presented in the task are used	E) Pictures, models, diagrams, and/or symbols may be only partially useful in solving the task F) Reasonable mathematical processes/strategies are partially completed (or partially recorded)	D) The evidence of verification is partially completed (or partially recorded) or partially effective	C) The reasoning behind the process is partially displayed with gaps that have to be inferred
2	F) The translation of the task is underdeveloped or sketchy G) Assumptions about the information and/or data may be flawed	G) Pictures, models, diagrams, and/or symbols used may partially detract from solving the task H) Processes/strategies are underdeveloped	E) The process of checking the work is underdeveloped (e.g., focusing only on their solution or its reasonableness)	D) The display of the reasoning behind the process is partially flawed E) Communication explains the solution, but does not indicate a clear path to the solution
1	H) The task is translated into inappropriate concepts or uses inappropriate information I) The evidence of conceptual understanding is minimal	I) Pictures, models, diagrams, and/or symbols conflict with their solution J) Processes and strategies are ineffective or minimal	F) The process of checking the work is ineffective (e.g., verification is minimal, verification strategy is inappropriate)	F) The display of the reasoning detracts from the work and may include irrelevant ideas
NE	J) No evidence is provided	K) Strategies are not recorded	G) No evidence of a defense is provided	G) The reasoning is not provided

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